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## our readers react

*Editor's note: The response to Dr. de Matos letter in the Oct/Nov LR has slowly been coming in. In the coming months, the LR plans to publish as many of these responses as space permits, starting with the strategies described below.*

Kathryn Jagoda-Jones (Indian Ed Training, Inc., Albuquerque) writes:

"In the October/November issue of your publication you asked for statements by successful FL learners from around the world. Every so often I decide that I'll sit down and describe some of the techniques that were most helpful to me; then I decide that you've already received hundreds and reject the idea. As a pre-New Year's resolution I'm offering one of mine for what it's worth.

"I am a former high school Spanish teacher and bilingual curriculum developer. I also studied translation (English/Spanish/German) at the University of Heidelberg's Interpreter's Institute. My German is rusty after almost 20 years, but still *me defiando* in Spanish. I did not begin the study of either language until I was a teenager. The technique I am about to describe was helpful in learning both languages.

"I always considered it a point of honor to speak a foreign language with as little trace of English accent as possible. To reach this goal, I adopted similar strategies to those used in acquiring my first language, i.e., I babbled and talked to myself like a baby. Sitting in the bathroom with the door locked or driving alone in a car are ideal places to practice. Reading aloud to myself at these times was necessary when I couldn't think of sentences or phrases on my own. In the car, I would invent conversations with myself and an imaginary passenger. In both instances I would exaggerate pitch, tone and intonation.

"The parallels with babies babbling and cooing and egocentric monologues of slightly older children are obvious. Children have the advantage over adults of not feeling so self-conscious; they don't worry about making fools of themselves. Carving out private time for oneself to be childlike, playful and free to make mistakes helps build one's confidence."

Joanne Bisagna tells us:

"In response to the suggestion of Dr. Francisco Gomes de Matos that 'successful Foreign Language learners' describe their own learning process, I would like to contribute my own language learning history:

"I was raised in an English monolingual home, although both my parents' families spoke Italian, and the

sound of another language was not foreign to me. My father is bilingual and taught me a few childhood rhymes and songs in Italian, but English was always the medium of communication.

"At the age of 13, I began to study French in high school, with the encouragement of my mother, who had herself learned French and Spanish successfully in high school. One year later, inspired by my achievement in French, I began Spanish classes. To my own surprise and delight, I acquired virtually near-native fluency in the first year of study. I attribute this success to a combination of factors:

1. a demanding teacher who expected good performance. She was herself a native Spanish speaker, conveyed enthusiasm and love of the language, never used English at all during class, and structured the class so that the majority of each period was devoted to conversation practice.

2. a close friend who shared my *afición* and who spoke Spanish with me at every opportunity—on the way to school, at lunch, during study periods. We wrote each other notes and letters in Spanish and we learned from each other.

"I remember very rigorous assignments and highly structured routines during class—ten new vocabulary words every day, a daily quiz, weekly tests, verb conjugations, etc.—but most of all, I remember using the language and feeling that I was learning to do some-

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## GEORGETOWN—from page 1

Cazden (Harvard), "Current Ethnographic Research in the Bilingual Classroom"; James Cummins (Ontario Inst for Studies in Ed), "Construct of Language Proficiency and Bilingual Education"; Ed de Avila (Stanford), "The Language Minority Child: A Psychological, Linguistic, and Social Analysis"; Hernan LaFontaine (Hartford CT Schs), "Research Needs as Perceived by the Practitioner of Bilingual Education"; Carlos Sole (U Texas-Austin), "Community Language Factors and Bilingual Education"; Richard Figueroa (U Cal-Davis), "Intersection of Special Education and Bilingual Education"; Ellen Rosansky (NIE), "Research Efforts in the Development of Multiple Indicators of Communicative Competence and Effects of Bilingual Education."

• **Cross-cultural Communication** (Mar 22, a.m.), will be chaired by James E. Alatis. Speakers: Tim Light (U Arizona), "Looking at Bilingualism in the People's Republic of China"; Josef Rohrer (Federal Lang Bureau, W Germany), "Learning Styles and Teaching Vocabulary"; Tazuko Ajiro Monane (U Hawaii-Hilo), "Successful Bilinguals: What We Can Do in Our Language Classrooms to Facilitate Code-Switching"; Carolyn Kessler and Mary Ellen Quinn (U Texas-San Antonio), "Positive Effects of Bilingualism on Science Problem Solving Abilities"; Lily Wong Fillmore (U Cal-Berkeley), "Learning a Second Language: Chinese Children in the American Classroom"; Deborah Tannen (Georgetown), "Implications of the Oral/Literate Continuum for Cross-cultural Communications"; and Muriel Saville-Troike (Georgetown), "Cross-cultural Communication in the Classroom."

The Round Table will be chaired by James E. Alatis, Dean of the School of Languages and Linguistics at Georgetown.